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ABSTRACT

The Acquisition of Learning by Facilitating Academics (Project ALFA) was an Elementary and Secondary Education Act Title VII-funded project in its second year in 1993-94. The project operated at a high school in Brooklyn, and served 75 Haitian-speaking students of limited English proficiency with fewer than 5 years in an English-speaking school. Participants received instruction in English as a Second Language (ESL); native language arts (NLA); and the subject content areas of mathematics, science, social studies, and computer science. Preoccupational training in health-related careers and multicultural education were also included. Staff development and parent participation were project components. Project ALFA met its objectives for NLA, American culture and citizenship, dropout prevention, attendance, career counseling, and staff development, and it partially met its objective for content area subjects. Project HOPE did not meet its ESL and parent participation objectives. Recommendations center on discovering reasons for lack of ESL growth, offering intensive ESL, and assessing why increased numbers of students are retained in grade. Five tables present evaluation findings. Two appendixes describe instructional materials and class schedules. (Author/SLD)

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OER Report

Acquisition of Learning by Facilitating Academics
(Project ALFA)
Transitional Bilingual Education Grant T003M20059
FINAL EVALUATION REPORT
1993-94

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Acquisition of Learning by Facilitating Academics
(Project ALFA)
Transitional Bilingual Education Grant T003M20059
FINAL EVALUATION REPORT
1993-94

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EXECUTIVE SUMMARY

Acquisition of Learning by Facilitating Academics (Project ALFA) was an Elementary and Secondary Education Act (E.S.E.A.) Title VII-funded project in its second year in 1993-94. The project operated at Lafayette High School in Brooklyn. Project ALFA served 75 Haitian-speaking students of limited English proficiency (LEP) who had attended an English-speaking school system for less than five years. This represented an increase of 13 students over the previous year.

Participating students received instruction in English as a second language (E.S.L.); native language arts (N.L.A.); and the content area subjects of mathematics, science, social studies, and computer science. The project also offered pre-occupational training in health-related careers. Multicultural education was an integral part of programming.

Teachers of participating students had the opportunity to attend weekly staff development meetings. The project also reimbursed tuition for staff members taking courses at the college level.

Project ALFA sought to establish an active parental component, which included E.S.L. classes, workshops, and parent association monthly meetings. Parents were extended invitations to school activities and to special school events. Some parents became members of the Parent's Advisory Council, which met on a regular basis.

Project ALFA met its objectives for N.L.A., American culture and citizenship, dropout prevention, attendance, career counseling, and staff development. The project partially met its objective for content area subjects. Project ALFA failed to meet its objectives for E.S.L. and parental involvement.

The conclusions, based on the findings of this interim evaluation, lead to the following recommendations:

- Assess reasons for the lack of growth in participants' English language skills. Consider offering intensive E.S.L., particularly at the literacy level, and emphasizing the peer-tutoring component.

- Assess the reasons for increased number of project students that were retained in grade. Assist students who are experiencing difficulty as early as possible.

- Stimulate parental involvement by scheduling activities on Saturday morning.

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I. INTRODUCTION

In 1993-94, Acquisition of Learning by Facilitating Academics (Project ALFA) was in its second year of funding as an Elementary and Secondary Education Act (E.S.E.A.) Title VII project.

PROJECT CONTEXT

Project ALFA served 75 Haitian-speaking students at Lafayette High School in Brooklyn. The population of the surrounding community was ethnically and racially mixed: 30 percent European-American, 25 percent Asian-American, 25 percent African-American, and 20 percent Latino. The housing projects in the area had many single-parent families. The community was made up of middle- and lower-income families, some of whom were new immigrants. In general, the neighborhood was stable, with low mobility.

The student population at Lafayette High School for the year under review was similar in distribution to that of the surrounding community. Of the 3,096 registered students, 36 percent were African-American, 29 percent were European-American, 20 percent were Latino, and 14 percent were Asian-American.* Of these students, 16 percent were of limited English proficiency (LEP) and 28 percent came from low-income families, as evidenced by their eligibility to participate in the free-lunch program..

Lafayette High School was constructed in 1939, and the building was in good condition. School entrances were guarded by an elaborate electronic security system

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*Percentages do not equal 100 due to rounding.

and security guards. Teacher- and student-prepared displays were prominent in the building. Computers were available and appeared to be used efficiently by the students.

STUDENT CHARACTERISTICS

Project ALFA served 75 Haitian-speaking LEP students in ninth through twelfth grades. There were 20 students in ninth grade, 16 students in tenth grade, 26 students in eleventh grade, and 13 students in twelfth grade.Scores at or below the 40th percentile on the Language Assessment Battery (LAB) determined LEP status. Other considerations for admission were low native language literacy and the student's willingness to participate, as determined by personal interviews with the guidance counselor and resource teacher.

Participating students whose native language was Haitian numbered 74 (98.7 percent); the other student's native language was English. A majority of the participants (96 percent of those for whom there was data) were born in Haiti. Most students (86.7 percent) came from low-income families.

Needs Assessment

Before instituting the project, Lafayette High School conducted an exhaustive needs assessment of the targeted students and their families, as well as of the educational staff who were to serve them. The data obtained from these studies indicated needs in two primary areas: (1) to provide LEP students with intensive English and native language instruction and support services to improve their school performance; and (2) to provide parents of participants with English as a second

language (E.S.L.) courses and workshops to familiarize them with the educational system and project goals.

PROJECT OBJECTIVES

Student Objectives

- As a result of participation in the project, 70 percent of the target students will demonstrate an appropriate increase in English language proficiency.
- As a result of participation in the project, 70 percent of the students will achieve a passing grade of 65 or better in Haitian Creole.
- As a result of participation in the project, 70 percent of all target students will score at or above the passing criterion of 65 in the content subject areas (mathematics, science, social studies, and computer science).
- As a result of participation in the project, 70 percent of the target students will attend at least one (1) field trip to historic museums, the United Nations, White House, and/or cultural events that will be organized by project staff to increase their familiarity with American culture and citizenship.
- Program students will have a significantly lower dropout rate than similar non-program students.
- As a result of participation in the project, students' attendance will be significantly higher than that of mainstream students.
- All graduating students will meet with the bilingual career specialists, bilingual grade advisors, or bilingual guidance counselors for advisement at least twice during the school year.

Staff Development

- As a result of participation in the project, 75 percent of the program staff members will enroll in at least one university course each semester.

Parental Involvement

- The proportion of the program students' parents who participate in Open School Day/Evening will be equal to or greater than the proportion of mainstream students' parents who participate in this activity.

PROJECT IMPLEMENTATION

During the 1993-94 school year, Project ALFA provided instructional and support services to 75 Haitian-speaking students and their families. The project's main goals were to promote LEP students' language acquisition and content area skills, and to provide pre-occupational training. Programming focused on careers in health science and business education.

At Lafayette High School, content area courses were offered five periods per week. All subjects and course levels were taught in English with an E.S.L. methodology. In some classes, a paraprofessional worked cooperatively with the teacher to provide students with individual instruction.

Project ALFA also offered parental involvement activities and in-service staff development activities, including reimbursement to staff for college credits.

Materials, Methods, and Techniques

Project ALFA offered E.S.L. at literacy to transitional levels and native language arts (N.L.A.) at literacy to advanced levels. The project stressed English instruction using an E.S.L. methodology in the content areas.

Teachers of participating students used a wide array of strategies and techniques, including cooperative learning, peer tutoring, the use of audiovisual teaching devices, and teacher-directed or individually paced instruction. Teachers

employed a diagnostic-prescriptive approach to individualize instruction and encourage self-direction.

Work-study internships in health careers were available to students who expressed an interest in them.

Computers supplemented classroom instruction. During the year under review, project students participated in the publication of two magazines, a schoolwide multicultural magazine published in the fall and an annual newsletter in the spring. The latter included project students' essays, poetry, short stories, and art.

The school incorporated a strong multicultural component into the curriculum to foster knowledge of and appreciation for the different cultures represented by the student population. The high school and its international clubs sponsored a Harmony Day Festival, a celebration of cultural diversity, presenting music, dance, and food from many parts of the world.

For a list of instructional materials, see Appendix A.

Capacity Building

As Title VII funding decreases ten percent each year, the school will contribute increasingly to the purchase of most materials and supplies and the salaries of the Title VII staff. When Title VII funding ends, Lafayette High School plans to assume the entire cost of programming.

Staff Qualifications

Title VII staff. The project director, one resource teacher, and one paraprofessional were funded by Title VII. For a description of their degrees and language competencies,* see Table 1.

TABLE 1

Project Staff Qualifications

Position Title	Degree(s)	Language Proficiency
Project Director	M.A.	Spanish TP French TP Haitian NS
Resource Teacher	B.A.	French TP Haitian NS
Paraprofessional	A.A.	French CP Haitian NS

The project director had over 15 years' experience teaching LEP students. Her responsibilities included administration, supervision, and coordination of activities; staff selection and training; and provision of evaluation data to the Office of Educational Research (OER).

*Teaching proficiency (TP) is defined as the ability to use LEP students' native language in teaching language arts or other academic subjects. Communicative proficiency (CP) is defined as a non-native speaker's basic ability to communicate and interact with students in their native language. NS = Native Speaker.

The resource teacher's responsibilities were to teach all N.L.A. classes, tutor students in reading and writing, communicate with other teachers and staff members on the progress of students, and coordinate club and field trip activities.

The paraprofessional assisted the classroom teacher, tutored students before classes began, and assisted with a variety of activities.

Other staff. Tax-levy funds paid the salaries of 20 classroom teachers who provided instructional services to project students. For degrees, certifications, and language proficiencies, see Table 2.

TABLE 2

Qualifications of Non-Title VII Staff

Position Title	Degree(s)	Certification	Language Proficiency
Teachers (20)	19 Master's 1 Bachelor's	4 E.S.L. 1 Italian/French 7 Social Studies 2 Science 5 Mathematics 1 Guidance	Spanish 5 TP French 1 TP Italian 1 Tp

Most of the teachers had experience teaching LEP students. Four teachers had training in either bilingual education or E.S.L. All teachers held high school certification in the subject area they taught.

Staff Development

Project ALFA provided tuition assistance toward college courses in E.S.L., bilingual education, and/or administration. Teachers participated in regular meetings

sponsored by the foreign language department at Lafayette High School. Project-sponsored workshops focused on E.S.L. methodology, bilingual education, multicultural education, and Haitian language activities.

Instructional Time Spent on Particular Tasks

See Appendix B for example class schedules.

Length of Time Participants Received Instruction

Students had a mean of 6.5 (s.d.=2.6) of education in a non-English speaking school system and 5.3 years (s.d.=2.3) of education in the United States. The median amount of time students participating in Project ALFA was 10 months.

Activities to Improve Pre-referral Evaluation Procedures for Exceptional Children

Teachers referred those students thought to be in need of special education services to the School-Based Support Team (S.B.S.T.) for evaluation. The S.B.S.T. did not include a staff member conversant in Haitian; however, a project staff member translated as necessary.

Gifted and talented students were identified by teacher judgment and course grades.

Instructional Services for Students with Special Needs

The project offered tutoring before, during, and after school hours to students having difficulty in classes. Gifted and talented students were encouraged to take college preparatory courses and to tutor other project students. Lafayette High School was linked with Kingsborough Community College in offering College Now courses for project and mainstream students.

PARENT AND COMMUNITY INVOLVEMENT ACTIVITIES

The project sponsored a variety of parental involvement activities that included workshops, E.S.L. classes, and parent association monthly meetings. The project informed parents of participating students of its instructional goals and the progress of their children in the program. Project staff offered translation services for the school and the parents. Parents participated in the school's Harmony Day Festival, as well as in other school events.

II. EVALUATION METHODOLOGY

EVALUATION DESIGN

Project Group's Educational Progress as Compared to That of an Appropriate Non-Project Group

OER used a gap reduction design to evaluate the effect of language instruction on project students' performance on standardized tests. Because of the difficulty of finding a valid comparison group, OER used instead the groups on which the tests were normed. Test scores are reported in Normal Curve Equivalents (N.C.E.s), which are normalized standard scores with a mean of 50 and a standard deviation of 21.1. It is assumed that the norm group had a zero gain in N.C.E.s in the absence of supplementary instruction and that participating students' gains could be attributed to project services.

Applicability of Conclusions to All Persons Served by Project

Data were collected from all participating students for whom there were pre- and posttest scores. (There were no pretest data on students who entered the program late, therefore posttest data for them will serve as pretest data for the following year.) Instruments used to measure educational progress were appropriate for the students involved. The LAB is used throughout New York City to assess growth of English skills in populations similar to those served by Project ALFA.

INSTRUMENTS OF MEASUREMENT

OER compared pre- and posttest scores on the LAB to assess the E.S.L. objective. Both the N.L.A. objective and the content area objective in mathematics,

science, social studies, and computer science were assessed through course grades, as specified.

All students were tested at the appropriate grade level. The language of the LAB was determined by the test itself.

According to the publisher's test manual, the LAB is valid and reliable. Evidence supporting both content and construct validity is available for the LAB. Content validity is obtained by an item-objective match and includes grade-by-grade item difficulties, correlations between subtests, and the relationship between the performance of students who are native speakers of English and students who are LEP. To demonstrate reliability, KR20 coefficients and standard errors of measurement (SEM) are reported by grade and form for each subtest and total test. Grade reliability coefficients, based on LEP students on the English version, ranged from .88 to .96 for individual subtests and from .95 to .98 for the total test.

DATA COLLECTION

To gather qualitative data, an OER evaluation consultant carried out on-site and telephone interviews with the project director several times during the school year and also observed two classes on each of two visits. The project evaluator collected the data and prepared the final evaluation report in accordance with the New York State E.S.E.A. Title VII Bilingual Education Final Evaluation Report format, which was adapted from a checklist developed by the staff of the Evaluation Assistance Center (EAC) East in consultation with the Office of Bilingual Education and Minority Language Affairs (OBEMLA).

Proper Administration of Instruments

Qualified personnel received training in testing procedures and administered the tests. Test administration followed guidelines set forth in the manuals accompanying standardized tests. Time limits for subtests were adhered to; directions were given exactly as presented in the manual.

Testing at Twelve-Month intervals

The LAB was administered at 12-month intervals, following the published norming dates.

Data Analysis

Accurate scoring and transcription of results. Scoring, score conversions, and data processing were accomplished electronically by the Scan Center of the Board of Education of the City of New York. Data provided by the Scan Center were analyzed in the Bilingual, Multicultural, and Early Childhood Evaluation Unit of OER. Data collectors, processors, and analysts were unbiased, with no vested interest in the success of the project.

Use of analyses and reporting procedures appropriate for obtained data. To determine the proportion of students increasing their proficiency in English, OER computed the percentage of students achieving gains on the LAB posttest. To assess the significance of students' achievement in English, OER computed a correlated *t*-test on LAB scores. The *t*-test determined whether the difference between the pre- and posttest scores was significantly greater than would be expected by chance variation alone.

The only possible threat to validity of any of the above instruments might be that LAB norms were based on the performance of English proficient (EP) rather than LEP students. Since OER was examining gains, however, this threat was inconsequential—the norming group would not have affected the existence of gains.

III. FINDINGS

PARTICIPANTS' EDUCATIONAL PROGRESS

Project ALFA carried out all instructional activities specified in its original design.

Participants' Progress in English

Throughout the school year, students had ample opportunity to develop their English language skills.

Lafayette High School offered E.S.L. instruction at the literacy, beginning, intermediate, advanced, and transitional levels. See Table 3 for number of project students enrolled in each level of E.S.L.

TABLE 3

Enrollment in E.S.L., by Level

Level of Instruction	Number of Students	
	Fall	Spring
Literacy	1	1
Beginning	11	12
Intermediate	23	22
Advanced	23	27
Transitional	2	3
Total	60	65

An OER consultant observed an E.S.L. mixed-grade class of 23 students. The room was bright and spacious and had displays of flags, magazine cutouts, photographs, maps, and posters.

The class began with a discussion of the history of Mother's Day as it is celebrated in the United States. All communication was in English. The teacher asked students questions about Mother's Day celebrations in their cultures. She encouraged students to describe similarities and differences between the celebration in their native country and the United States. The remainder of the lesson centered on a handout, *Mother's Day and the Woman Who Started It*, which detailed how Mother's Day became an official holiday as a result of the efforts of Anna Mary Jarvis. Students answered questions based on the handout, and the teacher ended the class by assigning homework on the article. The teacher presented the lesson with a content-based curriculum. Students were given the opportunity to use their listening, speaking, as well and writing skills. They were motivated, and all had a chance to participate.

The evaluation objective for English as a second language was:

- As a result of participation in the project, 70 percent of the target students will demonstrate an appropriate increase in English language proficiency.

There were complete pre- and posttest scores on the LAB for 28 students in grades nine through twelve. The average gain was 2.0 N.C.E.s (s.d.=8.6), which was not statistically significant ($p>.05$). Only 43 percent of the students demonstrated a gain from pretest to posttest.

Project ALFA failed to meet its E.S.L. objective. Last year, the project met this objective.

Participants' Progress in Native Language Arts

Teachers used whole language, cooperative learning, and peer tutoring instructional strategies. Instruction in N.L.A. was offered at four levels, based on the students' proficiency, for five periods weekly. See Table 4 for number of students enrolled in N.L.A. courses.

TABLE 4

Enrollment in N.L.A., by Level

Level of Instruction	Number of Students	
	Fall	Spring
Literacy	6	4
Beginning	17	23
Intermediate	21	27
Advanced	12	16
Total	56	70

An OER consultant observed an intermediate N.L.A. class. Twenty-two students and a paraprofessional were present for a lesson on the Haitian writer Jacques Roumain. All communication was in Haitian. The teacher began the session by asking the students to write two paragraphs on their thoughts about the author. Using the opening assignment as a vehicle to stimulate instruction, the teacher asked for volunteers to share their views with the class. The remainder of the lesson centered on the author's most popular novel, "Mèt Larouzé" (Master of the Dew). Students took the part of various characters as they read the story. Passages were analyzed, and the

teacher asked questions to ensure comprehension. The paraprofessional provided individual assistance to students having problems. Students volunteered responses and were actively involved. All had a chance to participate. Students were assigned homework based on the reading.

Project ALFA proposed the following objective for N.L.A.:

- As a result of participation in the project, 70 percent of the students will achieve a passing grade of 65 or better in Haitian Creole.

Of the 61 students enrolled in N.L.A. in the fall, 83.6 percent passed; of the 69 students enrolled in the spring, 82.6 percent passed.

Project ALFA met its objective for N.L.A. as it did in the previous year.

LEP Participants' Academic Achievement

Teachers used E.S.L. methodology in the content area classes, transferring skills learned in native language arts. They used a wide array of strategies and techniques, including cooperative learning, research projects, individually paced, and teacher-directed instruction. The paraprofessional worked cooperatively with the teaching staff to provide individual assistance to students.

Project ALFA posed the following objective for content area subjects:

- As a result of participation in the project, 70 percent of all target students will score at or above the passing criterion of 65 in the content subject areas (mathematics, science, social studies, and computer science).

Only in computer science did less than 70 percent of the students pass their content area courses. (See Table 5.)

Project ALFA partially met its objective for content area subjects. Last year, Project ALFA failed to meet this objective in mathematics.

TABLE 5

Passing Grades in Content Area Courses

Content Area Subject	Fall, 1993		Spring, 1994	
	Number of students for whom data were reported	Percent Passing	Number of students for whom data were reported	Percent Passing
Mathematics	64	75.0	62	71.0
Science	58	86.2	57	75.4
Social Studies	60	75.0	54	75.4
Computer Science	--	--	3	66.7

FORMER PARTICIPANTS' ACADEMIC PROGRESS IN ENGLISH LANGUAGE CLASSROOMS

No students were mainstreamed at the end of the school year previous to that under review.

OVERALL EDUCATIONAL PROGRESS ACHIEVED THROUGH PROJECT

Mainstreaming

Project ALFA did not propose any mainstreaming objectives. Three students were mainstreamed in the year under review.

American Culture and Citizenship

Project ALFA offered a number of field trips to acquaint participants with various aspects of life in the United States, among them a visit to the American Museum of Natural History and the French Institute. Over 70 percent of the project students participated in these trips.

The project proposed the following objective to increase the students' familiarity with American culture and citizenship:

- As a result of participation in the project, 70 percent of the target students will attend at least one (1) field trip to historic museums, the United Nations, White House, and/or cultural events that will be organized by project staff to increase their familiarity with American culture and citizenship.

As it did last year, Project ALFA met its objective for American culture and citizenship.

Grade Retention

Project ALFA did not propose any objectives for reducing grade retention. Twenty-one students (28 percent) were retained in grade. This compares to four students (6.5 percent) retained in grade last year.

Dropout Prevention

Project staff were actively involved in monitoring at-risk students' attendance and behavior in school. They wrote letters and made phone calls to parents when necessary and provided individual counseling to students to motivate them to stay in school. Invited staff from the Dropout Prevention Program spoke to E.S.L. and N.L.A. classes. Counselors and teachers were attentive to any signs of students' discontent and intervened in order to prevent their dropping out.

Project ALFA proposed the following objective for dropout prevention:

- Program students will have a significantly lower dropout rate than similar non-program students.

No project students dropped out during the year under review. This compares to a schoolwide dropout rate of 2.6 percent.

Project ALFA met its objective for dropout prevention as it did last year.

Attendance

Students' regular attendance was encouraged in a number of ways: Project staff checked attendance daily, and, when necessary, the resource teacher and paraprofessional held counseling sessions with students to resolve any problems. At every opportunity, staff stressed the importance of attending school regularly.

The project proposed the following objective for attendance:

- As a result of participation in the project, students' attendance will be significantly higher than that of mainstream students.

The attendance rate for project students was 90.7 percent. The schoolwide attendance rate was 82.5 percent.

The project met its attendance objective, as it did last year.

Career Counseling

Career counseling and career workshops were made available to all project students.

Project ALFA proposed the following career counseling objective:

- All graduating students will meet with the bilingual career specialists, bilingual grade advisors, or bilingual guidance counselors for advisement at least twice during the school year.

The project director reported that all project students, including graduating seniors, met with counselors at least twice during the school year.

The project met its objective for career counseling, as it had done the previous year.

Placement in Gifted and Talented Programs

No students were placed in a program for the gifted and talented. Gifted and talented students were encouraged to take college preparatory courses. Lafayette High School was linked with Kingsborough Community College in offering College Now courses for students.

Enrollment in Post-secondary Educational Institutions

None of the graduating seniors were reported as having plans to enroll in postsecondary educational institutions upon graduation.

CASE HISTORY

R.I., a newly arrived student, could not speak any English and seemed completely lost in school. He was concerned about his academic progress, had no friends, and was lonely and despairing. Project ALFA gave him the support he needed. His mathematics and language skills improved significantly, and he was able to catch up with his peers very quickly. R.I. appreciated the support he received from the project; he even volunteered to help other students who were experiencing difficulties.

STAFF DEVELOPMENT OUTCOMES

The project proposed the following staff development objective:

- As a result of participation in the project, 75 percent of the program staff members will enroll in at least one university course each semester.

The project director reported that all staff members enrolled in university and college courses. The project director completed graduate courses in administration

and psychology. The resource teacher completed courses in E.S.L. and bilingual education, and the paraprofessional completed courses toward a B.A.

The project met its staff development objective, as it had in previous year.

CURRICULUM DEVELOPMENT OUTCOMES

Project ALFA did not propose any curriculum development objectives for the second year of the program. Project staff developed curricula in the areas of health science, mathematics, social studies, and Haitian N.L.A.

PARENTAL INVOLVEMENT OUTCOMES

Activities to increase parental involvement in their children's education was an important component of Project ALFA. Project staff sent letters of invitation to parents in their native language and made telephone calls to keep parents informed of project activities. The school established a Parents Advisory Council (PAC) and offered adult E.S.L. classes. A number of parents participated in the E.S.L. classes, which included individualized and group instruction, conversational skills, grammar, and vocabulary-building as well as basic reading, writing, and comprehension skills.

Parents of project students were encouraged to make formal and informal visits to the school to meet with staff. Letters written in Haitian were sent out to inform parents of Open School Day/Evening activities and to encourage attendance.

Project ALFA proposed one objective for parental involvement:

- The proportion of the program students' parents who participate in Open School Day/Evening will be equal to or greater than the proportion of mainstream students' parents who participate in this activity.

The project director reported that parents of project ALFA students did not participate in school activities as much as expected. Only 10 percent of the participants' parents attended Open School Day/Evening, compared to 20 percent of mainstream students' parents.

As had occurred last year, the project did not meet its objective for parental involvement. Parental participation in school activities is contrary to Haitian cultural practice. The project, nevertheless, expected to offer special workshops in the future, with the specific goal of resolving this problem. There will be increased efforts next year to involve parents in the various activities available to them. The project will carry out a needs assessment to ascertain specific activities desired by parents.

IV. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

ACHIEVEMENT OF OBJECTIVES

Project ALFA met its objectives for N.L.A., American culture and citizenship, dropout prevention, attendance, career counseling, and staff development. The project partially met its objective for content area subjects. Project ALFA failed to meet its objectives for E.S.L. and parental involvement. There will be increased efforts next year to involve parents in the various activities available to them. The project will carry out a needs assessment to ascertain specific activities desired by parents.

Participating students in Project ALFA showed academic progress. Of the 75 participating students in grades nine through twelve, 54 either graduated or were promoted to the next grade. The students showed gains in Haitian and the content areas.

Project services not only benefited the students academically but also increased their awareness of the importance of education. Career counseling and career workshops were made available to all project students. They acquired knowledge about American culture and citizenship through project-sponsored field trips.

Project staff and teachers attended workshops designed to increase their knowledge of bilingual education. All project staff members enrolled in undergraduate or graduate courses.

MOST AND LEAST EFFECTIVE COMPONENTS

Highly effective components of Project ALFA were the individualized instruction and N.L.A. instructional component. Counseling and adult E.S.L. classes enhanced the project's effectiveness.

The least effective component of the project was parental participation in Open School Day/Evening.

RECOMMENDATIONS TO ENHANCE PROJECT EFFECTIVENESS

- Assess reasons for the lack of growth in participants' English language skills. Consider offering intensive E.S.L., particularly at the literacy level, and emphasizing the peer-tutoring component.
- Assess the reasons for increased number of project students that were retained in grade. Assist students who are experiencing difficulty as early as possible.
- Stimulate parental involvement by scheduling activities on Saturday morning.

APPENDIX A

Instructional Materials

E.S.L

Grade	Title	Author	Publisher	Date of Publication
*	Turning Points	Iantorno & Papa	Addison-Wesley	1989
*	Stories from Ancient China	Kasser/Silverman	Prentice Hall	1986
*	Five Folk Tales	Lise Winner	Regents	1982
*	20,000 Leagues Under the Sea	Jules Verne	Globe Edition	1992
*	Outsiders	Mullen	Prentice Hall	1984
*	Critical Reading and Writing for Advanced Students	Sharon Scull	Prentice Hall	*
*	Moby Dick	Herman Melville	Globe Edition	1978
*	The Red Badge of Courage	Stephen Crane	Globe Edition	1992
*	Tom Sawyer	Mark Twain	Globe Edition	1992

N.L.A.

Grade	Title	Author	Publisher	Date of Publication
11	Dyakout 1-4	Morisseay	Luroy, Inc.	1990
11-12	Mèt Larouzé	Roumain	Bon Nouvel	1986
9-10	M'ap Li ak Kè Kontan 3	Fic	Edition Henri Deschamps	1992
9-10	Lekti Gramé 3ém e 4ém Ané	Karitas	Haitiana Publications	1992
10	Lekti Kréyól 5ém Ané	Department of Education Nationale	Haitiana Publications	1992

*Information was not provided.

APPENDIX A

Instructional Materials, cont'd.

Social Studies

Grade	Title	Author	Publisher	Date of Publication
9-10	Ti Kozé Sou Istwa Peyi Dayiti	Pierre	Edisyon Apaac	1991
10-12	Istwa Jéyografi	Karitas	Haitiana Publications	1991
*	Global Studies I,II	New York City Public Schools	*	1991
*	World Cultures	Ahmad, et al.	Prentice Hall	1993
*	People and Our World	*	Holt, Rinehart, Winston	1991

Mathematics

Grade	Title	Author	Publisher	Date of Publication
9	Kalkil 3ém Ané	Karitas	Haitiana Publications	1992
9-12	Jéyométri Pwoblém 5ém Ané	Karitas	Haitiana Publications	1992
9-10	Achieving Competency in Math	Schneider & Mandery	Amsco School Publications	1987
10	Pre-Algebra	Davison, et al.	Prentice Hall	1992
9-10	Integrated Math I & II	Dressior & Keenan	Amsco	1989

*Information was not provided.

APPENDIX A

Instructional Materials, cont'd

Science

Grade	Title	Author	Publisher	Date of Publication
9-12	Yon ti Kozé Sou Alkól ak Lót dwóg yo	Desire	Hatiana Publications	1992
10-11	Syans 6ém Ané	Karitas	Haitiana Publications	1992
*	Biology & Human Progress	Tanzer	Prentice Hall	1986
*	Pathways in Biology	Oxenhorn	Globe	1979
*	The Chemical World (Activities & Explorations)	Darlington	Houghton Mifflin	1977
*	RCT Science Review for New York State	Raab and Kiefer	Prentice Hall	1989
*	Physical Science Exploring Matter and Energy	Kiefler	Prentice Hall	1991
9-12	The Mother Care Child Health	Stanway & Ting	Prentice Hall	*

*Information was not provided.

APPENDIX B

Class Schedules

Class periods were 42 minutes long. Schedules were the same for all days in the school week.

Lafayette High School

Period	Grade 9	Grade 10	Grade 11	Grade 12
2	Creole 2	Creole 8	Creole 8	Creole 8
3	Itec 1	Physical Education	E.S.L. Lab 8	Sequential Mathematics 2
4	Biology 2	E.S.L. Transitional 8	E.S.L. Transitional 8	E.S.L. Transitional 8
5	Lunch	E.S.L. Lab 8	Human Biology E.S.L. 2	E.S.L. Lab 8
6	Biology Lab 2	Human Biology	Physical Education	Lunch
7	E.S.L. 6	Lunch	French 4	Global History 4
8	Sequential Mathematics 2	Sequential Mathematics 2	U.S. History 2	Music
9	E.S.L. Lab 6	Global History E.S.L. 2	Sequential Mathematics 2	Keyboarding
10	Global History 2 E.S.L.	------	------	Pysical Education
11	Physical Education	------	------	------
12	------	------	------	------
13	------	------	------	------